

Appendix F: Testing Accommodations for English Language Learners

English Language Learners

For English language learners, schools may provide the following testing accommodations:

- *Time Extension*—Schools may extend the test time for English language learners taking the 2015 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Principals may use any reasonable extensions, such as time-and-a-half (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the English language learners. Principals should consult with each student’s classroom teacher when making these determinations.
- *Separate Location*—Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the Grades 3–8 Common Core English Language Arts and Mathematics Tests to English language learners individually or in small groups in a separate location.
- *Translated Editions*—English language learners may be provided with a translated edition of the 2015 Grades 3–8 Common Core Mathematics Tests. These tests are available in Chinese (traditional), Haitian-Creole, Korean, Russian, and Spanish. In addition, English language learners may use an English and translated edition of the 2015 Grades 3–8 Common Core Mathematics Tests simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The translated edition used by the student should be indicated on the student’s answer sheet.
- *Bilingual Dictionaries and Glossaries*—English language learners may use bilingual dictionaries and glossaries when taking the 2015 Grades 3–8 Common Core English Language Arts and Mathematics Tests. These bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words, and electronic dictionaries or glossaries with internet access, are not permitted.
- *Oral Translation for Lower-Incidence Languages*—Schools may provide English language learners with oral translations of the 2015 Grades 3–8 Common Core Mathematics Tests when there is no translated written edition provided by the Department. This accommodation is not permitted for the 2015 Grades 3–8 Common Core English Language Arts Tests. All translations of the 2015 Grades 3–8 Common Core Mathematics Tests must be oral, direct translations of the English editions when there is no translated edition provided by the Department. Written translations are not allowed. No clarifications or explanations can be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies (518-474-8775) and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. A list of RBE-RNs can be found at <http://www.p12.nysed.gov/biling/bilinged/betac.html>.
- *Writing Responses in Native Language*—English language learners making use of translated editions or of oral translations of the 2015 Grades 3–8 Common Core Mathematics Tests may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the 2015 Grades 3–8 Common Core English Language Arts Tests. Scoring the responses to open-ended questions on the 2015 Grades 3–8 Common Core Mathematics Tests

written in the student’s native language is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the tests.

For each English language learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”

Former English Language Learners

Schools may provide the testing accommodations listed on the previous page to Former English Language Learners who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from English language learner status following their participation in one of the two most recent administrations (Spring 2013 or Spring 2014) of the New York State English as a Second Language Achievement Test (NYSESLAT). Such students either achieved an overall level of proficient on the NYSESLAT **or**, effective October 1, 2014 achieved an overall level of Advanced on the most recent administration of the NYSESLAT **and** scored at Level 3 or higher on the New York State Common Core Grades 3–8 English Language Arts Test.

These accommodations may not be provided to Former English Language Learners who were identified as English language proficient prior to the 2013 NYSESLAT administration. For each eligible Former English Language Learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”